




Local Offer

Warrington Education providers (0-25)

Full Name of Education setting

Birchwood Community High School

Physical address	Brock Road
Town	Birchwood
District or Borough	Warrington
Postcode	WA3 7PT

Contact Person	Jo Roscow (Assistant Head, SENCo)
Telephone Number	01925853500
Email address	JRoscow@birchwoodhigh.org
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Logo or picture	

Short Headline	SEND School Offer
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Brief overview of your service (30 words)

Birchwood Community High School is an inclusive, mainstream 11-18 year school. Post-16 students are taught in the on-site sixth form provision, Birchwood College. At Key Stage 4, GCSES, Level 2 BTECS and Entry Level Certificates are offered to suit different needs. At Key Stage 5, Level 3 BTECs and a Level 2 programme are offered to suit different needs. Currently there are 789 students in Y7-Y11 and 99 students in Y12-Y13.

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	✓
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting? (tick all that apply)

Mainstream	✓	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	✓
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	✓	Accessible changing area	
Accessible toilets	✓	Low stimulus environment	
Secure environment	✓	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	✓
Accessible parking	✓		
Any further comments regarding these statements (e.g. - "Not all toilets are accessible")		Not all toilets are accessible	

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?

(Needs led refers to resources that are allocated according to assessed need)

Needs led school nurse	✓	Needs led SALT (speech and language therapy)	✓
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	Mainstream, full range of ability, targeted support
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Sections and subsections

*The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)*

Respite & Support	Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption		Support and family members	

Health		Children's Nurses		Specialist Clinics	
Sensory		Pre-birth & birth		Dental Care	
Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	

Equipment and Therapies		Wheelchair Services		Speech & Language	
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	

Education & Childcare		In school therapies		SEN Support	✓
Childcare & Early yrs.		Learning from home		Schools	✓
Colleges & Post 16	✓	Transport		Transition	✓
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	
Gateway					

Preparation for Adulthood		Getting involved		Independent living	
Parents, siblings and Family carers		University and work	✓	Staying healthy	✓
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.

(Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

Parents and Carers would like you to answer the following questions (Please be careful with your use of acronyms and/ or specialist terminology ensuring that you answers can be clearly understood by parent and carers):

1. How does your education setting know if children/young people need extra help?

The SENCo works closely with primary school staff to identify students who will need additional support when they start High School. Information is provided about SEND students transferring from other schools at a later stage either to our school or our sixth-form college by their previous educational provider.

Student progress is monitored closely through regular assessment and observations by staff to identify any possible areas of need. Parents/carers and young people themselves can raise concerns with teachers or other members of staff at any time, or approach the SENCo directly. If necessary, the SENCo and parents/carers will agree to refer learners for more specialist screening and intervention from external agencies, e.g. from the Speech and Language Service, or the Educational Psychologist.

The school and college maintain an up-to-date SEND Register, which is reviewed, at least termly. Young people are removed from the SEND Register if they no longer fit into the definition given within the SEND Code of Practice 2014, and if their needs can be met through differentiation within the classroom. They remain on the school's Additional Needs Register, which is fully accessible for all staff to refer to for further information about individuals.

2. What do I do if I think my child has special educational needs?

If you think your child has special educational needs, contact the SENCo (details above). Following these discussions, outside agencies may be consulted for further advice.

3. How will the education setting staff support my child / young person?

Initially, teaching staff will support young people through differentiated learning and Quality First Teaching. Subject teachers are responsible for maximising progress in their academic area. Following further assessment, should additional support be required, a plan will be discussed between you and the SENCo which will be shared with all staff working with that individual. The plan will be monitored regularly. Assessment of needs forms the next stage of the planning.

For learners who require additional support, a team of Teaching Assistants (TAs) provide in class support. This is often shared between learners. As far as possible, learners stay in the classroom but sometimes it is necessary to withdraw them for individual/small group intervention, e.g. to develop literacy/numeracy skills, speech and language skills, social skills or emotional wellbeing. Programmes are delivered by trained TAs. Some teachers and TAs also provide before and after school support in targeted areas, such as homework. The work of the TAs is allocated and monitored by the SENCo. Progress of learners is reviewed at regular intervals.

The Oak Suite is the base for the Support and Inclusion Department. It provides a safe, calm learning environment for a range of learners with additional needs. The Oak Suite is staffed by a team of specialist teachers and teaching assistants, led by the SENCO. The key purposes of the Oak Suite are:

- To provide additional lessons in literacy and numeracy as part of the curriculum for targeted students, taught by specialist teachers, to develop basic skills.
- To provide additional spoken and written English lessons for our EAL students.
- To provide a safe, quiet place in a nurturing environment at break and lunchtimes for students who may find break and lunch in the main building overwhelming.

- To support students who may need a temporarily or permanently reduced timetable
- To provide a base for external specialists for individual assessments and meetings with parents/carers, facilitating effective communication between partner professionals and school staff

Where a young person needs highly individualised support an Individual Learning Plan will be written. It will contain the specific targets identified for the young person to work on, as well as details as to how these targets will be met. If a Child in Care has SEND, the details of how their needs will be met will also be included on their Personal Education Plan (PEP).

In some circumstances, where the young person is not making progress despite carefully planned support, further investigation needs to take place. The SENCo is a qualified specialist teacher and assessor for Dyslexia and can assess children with whom there is a concern and write recommendations based on detailed cognitive assessments. These recommendations are placed into a report and shared with the learners and their parents/carers. The recommendations are also shared with all staff working with that young person and form the basis of the planned support given.

With the consent of parents/carers, the school also obtains advice and support from other agencies, including Physiotherapy, Occupational Therapy, the Orthoptist, the Speech and Language Service, the Children and Adolescent Mental Health Service, specialist teachers for the Visually and Hearing Impaired, Paediatricians and specialist nurses and the Educational Psychologist. All recommendations given are put into place and reviewed.

If a young person needs support which is significantly 'additional to' or 'different from' the provision made within the school, and it is felt that they would benefit from further additional resources not normally available within the school, the school may put in an application for an Educational, Health and Care assessment to the Local Authority (LA). The process and implications for this will be fully discussed with parents/carers and their views will be paramount. The school would draw upon the advice given by other professionals, as well as the impact of targeted support already received by the young person, and the opinions of parents/carers. Following this assessment, the LA may issue an Education, Health and Care Plan (EHCP) which will contain a series of outcomes, which would form the basis of provision within the school. Progress towards these outcomes would be evaluated regularly on an informal basis, and formally with parents and child, as part of a person centred review, at least annually.

Having a diagnosis (e.g. of ASD or ADHD) does not necessarily mean that a young person will be given an EHCP, if their needs can be met with resources available within school. Each young person and family's needs are different and require individual consideration.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

All young people have entitlement to a full curriculum providing that their difficulties do not detrimentally affect the entitlement of others. In the first instance, lessons will be differentiated to suit a variety of learning styles and needs. A modified curriculum is offered in Key Stage 3 for small groups of students who arrive in school with the lowest Key Stage 2 Standard Scores for English and Maths, or those who have very specific Social, Emotional and Mental Health needs: instead of following the full complement of Modern Foreign Languages lessons in Key Stage 3, they have

additional Literacy and Numeracy lessons on their timetable. They also study ICT instead of Computing where appropriate. They are taught in the same small groups for Science, EPR, History, Geography, ICT, Music and Drama in Key Stage 3. The groups have been given the name of Parvis Magna, which means 'Greatness from small beginnings.'

In Key Stages 4 and 5, students and students are guided by staff to follow appropriate courses. There are small Parvis Magna groups for Maths, English, Science and Religious Studies in Years 10 and 11 for students with the most significant learning needs. They can be taught within a very nurturing environment, with an increased time devoted to developing functional Literacy and Numeracy skills. They will have the opportunity to take Entry Level Certificates as well as, or instead of, GCSEs according to their individual needs.

Some students with additional needs may require a reduced timetable for a short period or for a longer time as appropriate. Students who suffer from severe anxiety or who have been out of school due to emotional or medical needs, may need a slow integration back into the classroom. In the longer term, a small number of students may have reduced option choices due to either learning, medical or emotional needs. These students will either have supervised study in the Oak Suite or the Polaris building, depending on their individual circumstances. They will complete classwork set by teachers.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Assessment data is sent home twice in the school year for all year groups. There is also an annual Performance Review with subject teachers, along with specific information events designed to help parents/carers support their children at key points, e.g. the Welcome to Key Stages 3 and 5 Evenings; The Guided Choices Evening in Year 9 and the Revision Launch in Year 11. For some learners with additional needs and specific plans, further meetings will take place with the SENCo to discuss progress and identify next steps. The young person's views will be part of this process. Part of the plan will include any advice on how parents/carers can support their child's learning.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

The school and college have strong pastoral structures. A range of strategies is put in place to improve attendance and promote positive behaviour, including the whole school Attitude to Learning system and rewards procedures. Young people in Key Stages 3 and 4 have a form tutor who is primarily responsible for their care, guidance and support in the school. Each tutor group belongs to one of four Houses. These are led by a Head of House, supported by an Assistant Head of House. Birchwood College students also have a form tutor and access to support from the Head of College and Assistant Head of College.

The Polaris Building is the pastoral centre of the school. The Pastoral Manager (Amanda Crompton) is also the Deputy Designated Safeguarding Lead and is the Designated Child Protection Officer. A full time Emotional Health Mentor and a Behaviour Support mentor provide individual and small group intervention related to emotional health and wellbeing. They contribute to pastoral support plans if students are displaying particularly complex behaviour patterns related to their emotional and mental health needs.

The school is part of the Warrington 'Future in Mind' project, which aims to protect and improve young people's mental health and wellbeing and provides access to support from a CAMHS Senior Mental Health Practitioner who is a Cognitive Behavioural Specialist. As part of this project, the school is able to refer students who may be struggling with their emotional health to the Mental Health Support Team if they do not meet the criteria for a full CAMHS assessment and intervention.

The school has several members of staff who are trained Mental Health First Aiders. Posters are displayed around school and there is advice on the school website to explain how young people can get support for emotional and mental health issues from key staff in the school and outside agencies. The profile of positive emotional and mental wellbeing is being raised through assemblies and the Learning for Life curriculum; young people will explore different coping strategies and be better informed about sources of support. All staff have received training on basic approaches to use for students with fragile emotional and mental health and they know how to signpost them towards more specific types of support.

Students who might feel overwhelmed by the busy nature of school life during unstructured times and who need a quiet environment at break and lunchtime are invited to go to The Oak Suite during these periods of the school day and enjoy their leisure time there with a small number of other students. They have the opportunity to eat with some of the Teaching Assistants and play games with each other.

Student Voice is strong in the school and there are a variety of ways young people can share their views. Young people who have formal reviews with the SENCo around their particular needs are asked to contribute their opinions about how they wish to be supported and to reflect on the progress they are making.

We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.

7. What specialist services and expertise are available at or accessed by the education setting?

Where appropriate, the school is able to access Educational Psychologists, SEN Consultants, Speech and Language Therapists, Occupational Therapists, Orthoptists. Visual and Hearing Impairment Specialist Teachers, CAMHS and Social Care Services. Access to these services is prioritised according to need and availability.

8. What training are the staff supporting children and young people with SEND had or are having?

Training is a high priority within our school. We offer training and self-help opportunities through access to in-house or private courses, provision of help sheets outlining strategies to support particular types of need or guidance towards useful websites. We believe that young people with special educational needs require highly trained teachers to meet their needs. The SENCo regularly attends network meetings in order to keep up to date with local and national updates. All new teachers and support staff undertake induction on taking up a post, and this includes meeting with the SENCo and members of the Support Department to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individuals. Training is provided according to the needs of young people in the school. Training needs are reviewed regularly and adapted accordingly. Specialists, such as ADHD nurses, are invited into school to run training sessions for staff working with particular students. Staff who support students with visual or hearing impairments have had specific training on these areas. We currently have staff trained to deliver Speech and Language programmes and to deliver specific

Literacy programmes to develop phonic skills. Recent whole school SEND training includes Memory for Learning, Inclusive Teaching and Trauma Informed Practice.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Our school and curriculum are fully inclusive and accessible to all young people. Any particular needs will be taken into account when planning trips and after-school clubs to ensure that all learners and students are able to take a full and active part in school life. Parents/carers of young people with additional needs will be consulted to ensure optimum provision at all times.

10. How accessible is the education setting environment?

The building is accessible to wheelchairs. There are 8 disabled toilets across the school and College site and access to disabled changing facilities. The physical environment is reviewed regularly to ensure full accessibility for all. We endeavour to remove any barriers to communication through regular review of need. Some adaptations to the physical environment include flashing bells to support learners with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this. The school employs a tutor to come in for a day a week to support learners whose first language is not English. This tutor helps the school to communicate with parents/carers whose first language is not English.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

Before young people join the school in Year 7, discussions take place between primary and secondary school staff to identify strengths and needs of individuals. Assessment data and SEND information is passed to our staff. All young people experience two transition days in the summer term of Year 6, where they follow a typical timetable and engage in team-building activities. Young people who have been identified as needing enhanced transition are invited to additional visits where a more tailored programme is delivered in smaller groups. Where necessary, students can also have individual visits.

The transition from Key Stage 3 to Key Stage 4 is considered carefully and additional support is given to SEND students when choosing their options. The school's Careers Adviser meets with students who have an EHCP at several points in Year 9, Year 10 and Year 11 to ensure they are planning thoughtfully for the next stage of their education and for adulthood. A transition plan is written by the SENCo for these students. If students plan to transfer to a different post-16 college, the SENCo from their chosen college is invited to their Y11 Annual EHCP review so a suitable transition programme can be implemented. This may involve additional visits supported by TAs from our school.

Similarly, the school's Careers Adviser works closely with students in the College who have additional needs to help them with applications for Higher Education, Apprenticeships or employment. This supplements the general programme of Information, Advice and Guidance delivered as part of the College curriculum. The SENCo also writes a transition plan for these students.

If young people with additional needs leave the school at any point to join another establishment, the SENCo discusses individual needs with the SENCo at the new setting and passes files on. All moves to and from other schools / settings are managed by the school or college to ensure that transition for young people is as smooth as possible.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

SEND within the school is funded through the notional SEND budget, which forms part of the wider school and college budget. The budget is managed by the Headteacher, in liaison with the SENCo. The school may receive additional money directly from the LA for young people with an EHCP to meet the outcomes specified in their EHCP plan. Resources are allocated on a fair and consistent basis dependent on: the extent of available funds; the recommendations of external agencies; the availability of targeted Local Authority funding and priorities established within the annual school SEND development plan.

13. How is the decision made about what type and how much support my child/young person will receive?

The Headteacher and SENCo, with appropriate advice from external agencies where required, will allocate resources and support. Recommendations from appropriate professionals will be taken into account. Plans will be discussed with parents and reviewed regularly. Our own internal assessment procedures will also inform the process and measure the impact of support provided. If young people have an EHCP, the school has a statutory duty to ensure the support outlined in these documents is provided.

14. How are parents involved in the setting / school / college? How can I be involved?

Parents/carers can ring the school or college office to ask the relevant member of staff to contact them about specific concerns. In addition, parents/carers are routinely invited to discuss the progress of their children, either as part of Performance Review Evenings or individually with particular members of staff, such as the form tutor, subject teacher, Head of Department, Head of House, Assistant Head of House, Pastoral and Deputy Pastoral Manager or the SENCo. This strong communication should ensure that it does not come as a surprise to a parent/carer to learn that their child is being identified as having SEND. If parents/carers have any concerns of their own, we similarly encourage them to make an appointment come into school to discuss them with us.

15. Who can I contact for further information?

For general school-based information, parents/carers should initially contact their child's form tutor. Form tutors may be able to answer the question themselves, but will refer it to the relevant colleague if necessary. If parents/carers have specific questions relating to special educational needs and disabilities, they should contact Jo Roscow, the SENCo, via the school office or by email jroscow@birchwoodhigh.org or via the Teaching Assistant who is the young person's Keyworker. Messages for the SEND governor can be passed on via the school office. If parents/carers wish to

make a complaint about any aspect of SEND provision, they should follow the usual Complaints procedure, which can be found on the school website. Parents/carers can also seek advice from the Warrington SEND Information, Advice and Support Service (www.warringtonsendiass.co.uk). The service is based in New Town House, Buttermarket Street, Warrington, WA1 2NH. It is led by Iain Macdonald (Tel: 01925 442978; imacdonald@warrington.gov.uk). Warrington Local Authority's Local Offer for SEND can be found on their website: www.warrington.gov.uk

Children and Young people would like you to answer the following questions (please answer these questions in a manner that you feel is appropriate for children and young people):

1. How does the education setting know if I need extra help?

We will find out if you have any difficulties by: talking to staff from your previous school; talking to you and your parents/carers; listening to feedback from your teachers and support staff; looking at your work; examining your assessment data and observing you in action. Sometimes we ask experts from outside the school to assess you and give us guidance about how to help you.

2. What should I do if I think I need extra help?

Talk things through with your parents/carers. If you are worried about your work and need help in a particular subject, tell that teacher or the Head of Department. If you feel you are not coping in lots of subjects, tell your form tutor and they will let Miss Roscow, the SENCo (Special Needs Co-Ordinator) know. You could also tell Miss Roscow yourself. If you have worries that are more emotional than to do with your work, again talk to your parents/carers, form tutor or any member of the pastoral team.

3. How will my course work be organised to meet my individual needs?

Teachers plan their lessons to meet the needs of individuals. A modified curriculum is offered in Key Stages 3 and 4 for targeted students so they can learn in a smaller group and do more literacy and numeracy lessons. They will have the opportunity to take Entry Level Certificates as well as, or instead of, GCSEs according to their individual needs. In Key Stages 4 and 5, you will be guided by staff to follow the most appropriate courses to help you achieve your aspirations.

4. How will I be involved in planning for my needs and who will explain it and help me?

If you have an Education, Health and Care Plan or are on the school's Special Needs Register and receive additional support, you will have formal reviews with your parents/carers and Miss Roscow, the SENCo. She will explain how support is organised and how the school is trying to meet your needs. Before the review, you will be asked for your views about your progress, how the school is supporting you and what you want to achieve in the future. You can discuss this in the meeting and your ideas are recorded.

All students have the opportunity to discuss their progress and targets they have with their form tutor and subject teachers. Subject teachers will be able to help you

develop strategies to improve in that particular area and your form tutor will help you with general strategies, such as organisation and approaches to homework, which will help you across the curriculum. Staff at the school will encourage you to express your thoughts and feelings in these discussions.

5. Who will tell me what I can do to help myself and be more independent?

Your parents/carers, teachers and support staff will give you advice on how you can be more independent as you progress through the school and prepare for adulthood.

6. What should I do if I am worried about something?

Speak to any member of staff you feel comfortable with – they will make sure the best person to help you is informed. The Wellbeing section of the school website has a list of staff you can talk to in an emergency and a list of phone numbers/APPS that you could use for further support in particular areas.

7. How will I know if I am doing as well as I should?

Your subject teachers will give you feedback on your progress and let you know if you are meeting your targets. They will ask for your opinions on how you can learn best in their classes. Assessment data is sent home twice a year so you and your parents/carers can keep track of how you are performing. There is an annual Performance Review evening where you and your parents/carers can discuss your progress with your subject teachers or your form tutor. If the school is concerned that you are not making progress in a few subjects, you and your parents may be invited into school to discuss issues with a senior member of staff so a plan can be agreed to help you improve. If you have special educational needs, you and your parents will meet the SENCo to discuss your progress.

8. How can I get help if I am worried about things other than my course?

You can ask your form tutor or your Head of House or Assistant Head of House, or any members of the Polaris team. If it is decided that you need a more specific programme of support, you will work closely with the relevant members of staff, such as the Emotional Health Mentor, Behaviour Support Mentor or the School Nurse. They will provide support if you need help to manage your feelings and improve behaviour or if you are anxious about coming into school. Mrs Crompton, as our Pastoral Manager and Safeguarding Officer, will help you if there are child protection issues. Pastoral staff can direct you to people who can support you with health problems, including sexual health and substance abuse. Again, use the Wellbeing section on the school's website to find a list of staff you can go to if you are anxious about something or you feel you can't cope. The poster also has phone numbers and APPs to help you access support from more specialist sources.

We trust you to take your own medicine if you are on a short course of antibiotics, painkillers etc. If you have more serious and ongoing health issues, such as diabetes or nut allergies, emergency diabetes packs and epipens are kept in the school. First Aid staff are trained to administer these. All the staff are informed of conditions such as diabetes, epilepsy and other specific cases so they can keep an eye on you in lessons and get help when necessary. If you need First Aid support during the day, go to Polaris.

9. Are there staff in college who have had special training to help young people who need extra help?

Staff in the college are given training according to the individual needs of students. The Careers Adviser is based in Birchwood College and she has a great deal of experience supporting SEND students to move onto the next stage of their education or employment.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

Again, this is based on individual need. If students at the College have particular needs such as ASD, external partners are invited in to deliver a training session to staff working with that individual. Referrals are made to outside agencies, such as Social Care, Speech and Language Therapists or the Educational Psychologist where appropriate. Recommendations from external partners are always shared with relevant staff and acted on.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?
Speak to your form tutor or Mrs Garratt.

b. Who can I talk to about getting involved in student activities if I need extra help?
Again, speak to your form tutor or Mrs Garratt.

c. *If I have a disability or additional need how can I join in college activities?*
The College strives to make sure that all students are able to access all the activities offered, both in and out of lessons. There are disabled toilets and changing facilities. The building is accessible to wheelchairs. The physical environment is reviewed regularly to ensure full accessibility for all. Some adaptations to the physical environment include flashing bells to support students with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

For visits and trips, careful planning takes place beforehand and extra adult support will be provided if necessary. Staff who organise trips make sure activities are accessible for students with physical disabilities.

12. What help is there to help me get ready to start college?

You will have taster lessons and induction days to help you get used to the new environment.
If you are transferring from our school, the College staff already know you really well and are aware of particular needs.
If you are transferring from another school, your teachers and SENCo there will provide our staff with lots of information about you. You can come for extra transition visits if you wish.



13. I am coming to college to prepare for employment – how will I be supported?

You will take part in Information, Advice and Guidance sessions with your form tutor and other College staff. In these sessions, you will be given advice on how to apply for Higher Education courses. The College also organises visits to different Higher Education Institutions (HEI) and Higher Education Fairs. Speakers from HEI are sometimes invited into College to speak to students. Teaching Assistants who support students in the college will also provide additional help with applications, interviews and HEI visits if necessary.

In Y12, you will go on Work Experience, developing your employment and life skills. In some courses, Work Experience is a key part of the qualification.

As stated above, the Careers Adviser is based in College and can give you personalised support in preparing for Higher Education and employment.